

Sampit Elementary

69 Woodland Avenue
Georgetown, South Carolina 29440

Grades	PK-5 Elementary School	
Enrollment	327 Students	
Principal	Maudest Rhue-Scott	843-527-4411
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	49	72	15

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Good	Average	No
2004	Good	Good	Yes
2005	Average	Average	Yes

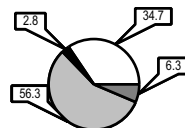
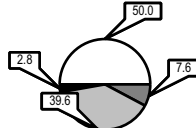
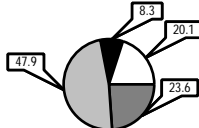
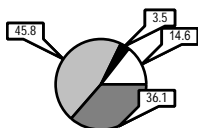
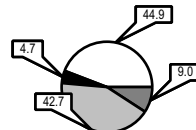
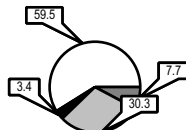
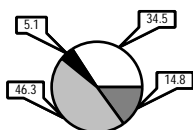
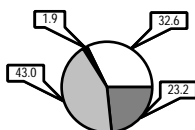
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	157	100.0	14.6	45.8	36.1	3.5	51.4	Yes	Yes
Gender									
Male	84	100.0	18.4	53.9	26.3	1.3	39.5		
Female	73	100.0	10.3	36.8	47.1	5.9	64.7		
Racial/Ethnic Group									
White	45	100.0	13.2	44.7	36.8	5.3	50.0	I/S	Yes
African American	109	100.0	14.6	45.6	36.9	2.9	53.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	135	100.0	14.3	44.4	37.3	4.0	52.4		
Disabled	22	100.0	16.7	55.6	27.8	0.0	44.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	157	100.0	14.6	45.8	36.1	3.5	51.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	14.0	46.2	36.4	3.5	51.7		
Socio-Economic Status									
Subsidized meals	139	100.0	16.7	43.7	36.5	3.2	52.4	Yes	Yes
Full-pay meals	18	100.0	0.0	61.1	33.3	5.6	44.4		

Mathematics – State Performance Objective = 36.7%									
All Students	157	100.0	20.1	47.9	23.6	8.3	46.5	Yes	Yes
Gender									
Male	84	100.0	21.1	51.3	19.7	7.9	38.2		
Female	73	100.0	19.1	44.1	27.9	8.8	55.9		
Racial/Ethnic Group									
White	45	100.0	13.2	47.4	31.6	7.9	52.6	I/S	Yes
African American	109	100.0	21.4	48.5	21.4	8.7	45.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	135	100.0	19.0	46.0	26.2	8.7	50.0		
Disabled	22	100.0	27.8	61.1	5.6	5.6	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	157	100.0	20.1	47.9	23.6	8.3	46.5		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	20.3	47.6	23.8	8.4	46.9		
Socio-Economic Status									
Subsidized meals	139	100.0	20.6	47.6	23.0	8.7	44.4	Yes	Yes
Full-pay meals	18	100.0	16.7	50.0	27.8	5.6	61.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	157	100.0	50.0	39.6	7.6	2.8	10.4
Gender							
Male	84	100.0	56.6	34.2	7.9	1.3	9.2
Female	73	100.0	42.6	45.6	7.4	4.4	11.8
Racial/Ethnic Group							
White	45	100.0	39.5	44.7	13.2	2.6	15.8
African American	109	100.0	53.4	37.9	5.8	2.9	8.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	135	100.0	43.7	44.4	8.7	3.2	11.9
Disabled	22	100.0	94.4	5.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	100.0	50.0	39.6	7.6	2.8	10.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	49.7	39.9	7.7	2.8	10.5
Socio-Economic Status							
Subsidized meals	139	100.0	50.0	40.5	6.3	3.2	9.5
Full-pay meals	18	100.0	50.0	33.3	16.7	0.0	16.7

Social Studies							
All Students	157	100.0	34.7	56.3	6.3	2.8	9.0
Gender							
Male	84	100.0	38.2	53.9	5.3	2.6	7.9
Female	73	100.0	30.9	58.8	7.4	2.9	10.3
Racial/Ethnic Group							
White	45	100.0	23.7	71.1	2.6	2.6	5.3
African American	109	100.0	38.8	50.5	7.8	2.9	10.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	135	100.0	31.0	58.7	7.1	3.2	10.3
Disabled	22	100.0	61.1	38.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	100.0	34.7	56.3	6.3	2.8	9.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	156	100.0	35.0	55.9	6.3	2.8	9.1
Socio-Economic Status							
Subsidized meals	139	100.0	34.1	56.3	6.3	3.2	9.5
Full-pay meals	18	100.0	38.9	55.6	5.6	0.0	5.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	59	100.0	17.3	40.4	38.5	3.8	42.3
	4	51	100.0	18.8	52.1	27.1	2.1	29.2
	5	47	100.0	6.8	45.5	43.2	4.5	47.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	59	100.0	25.0	61.5	11.5	1.9	13.5
	4	51	100.0	22.9	37.5	29.2	10.4	39.6
	5	47	100.0	11.4	43.2	31.8	13.6	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	59	100.0	51.9	46.2	1.9	0.0	1.9
	4	51	100.0	52.1	33.3	10.4	4.2	14.6
	5	47	100.0	45.5	38.6	11.4	4.5	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	59	100.0	44.2	55.8	0.0	0.0	0.0
	4	51	100.0	20.8	68.8	8.3	2.1	10.4
	5	47	100.0	38.6	43.2	11.4	6.8	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 327)				
First graders who attended full-day kindergarten	97.0%	Down from 100.0%	100.0%	100.0%
Retention rate	4.8%	Up from 4.1%	3.9%	3.0%
Attendance rate	96.2%	Down from 97.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%	Down from 12.3%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.9%	Down from 11.7%	5.0%	3.2%
Eligible for gifted and talented	15.5%	Down from 17.6%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.4%	Down from 8.0%	7.9%	8.2%
Older than usual for grade	1.5%	Down from 1.8%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	53.3%	Up from 50.0%	50.0%	52.6%
Continuing contract teachers	73.3%	Down from 82.4%	76.0%	83.3%
Highly qualified teachers	92.3%	Down from 95.5%	92.3%	93.5%
Teachers with emergency or provisional certificates	11.1%	Up from 6.9%	2.8%	0.0%
Teachers returning from previous year	87.5%	Down from 89.9%	83.4%	87.0%
Teacher attendance rate	95.6%	Up from 95.1%	94.9%	95.0%
Average teacher salary	\$40,126	Down 0.2%	\$40,366	\$41,703
Prof. development days/teacher	7.1 days	Down from 12.3 days	13.8 days	12.8 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 14.9 to 1	16.6 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 91.2%	88.9%	89.8%
Dollars spent per pupil*	\$9,387	Down 2.5%	\$7,401	\$6,242
Percent of expenditures for teacher salaries*	54.3%	Down from 55.0%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sampit Elementary School is a community, rural school with 400 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teach our children at Sampit to be successful in both academics and in their quest to become confident and productive members of society. Sampit Elementary created a culture of learning with a comprehensive curriculum that encouraged students to strive for excellence at every developmental level, have high expectations, and become self-motivated. Educational and emotional needs of the students were met through small class sizes, a comprehensive reading program, innovative approaches to mathematics education, cross curricular connections, and scheduling that allowed for the continued professional development of the staff.

Students were immersed in rich literature available at the individual student's developmental level through the 100 Book Challenge Reading Program. Through modeling, coaching, and discussion, students were equipped with a wealth of strategies they can use to add to their reading fluency. Strong unit planning strategically integrated both social studies and science with the students' literature study.

Opportunities for students' continued growth and development were provided through technology, music, art, and physical education. The mathematics curriculum provided the students with concrete, tactile learning in math instruction. The Everyday Math Program furnished the students with an array of manipulatives and tools which they used to solve problems based on real life situations. The spiraling curriculum uses games for continued practice so that the children can begin to apply what they learned during investigations and explorations. The level of instruction is highly challenging and encourages cooperative learning experiences. This approach to instruction allowed the students to grasp the standards in a meaningful way.

Academic success is a top priority for all of our students. We realize the powerful potential for improving student performance when the home, school, and community join forces for the good of our children. We believe in providing parents with resources to help their children learn at home. Therefore, we expanded the use of our home centered, Playstation based learning program called "Lightspan" to all 3rd graders and selected 4th and 5th graders. Parents of our Pre-K children participated in a home centered reading and math program called "Book Bag Buddies." We continued to offer in school tutoring, and Extended Day instruction to meet the academic needs of our students.

The parent, community, and school partnership is a crucial force our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came and read with the children. They donated time, money and bicycles for our "Bikes for Reading." Working together we can make our school a success!

Maudest Rhue-Scott, Principal
David Britton, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	48	47
Percent satisfied with learning environment	100.0%	100.0%	95.7%
Percent satisfied with social and physical environment	96.9%	97.9%	93.5%
Percent satisfied with school-home relations	75.8%	91.7%	84.8%

*Only students at the highest elementary school grade level at this school and their parents were included.